Massachusetts General Hospital School of Nursing 1973-1975

CALENDAR

Registration, Seniors
Second Monday, September

Registration, Juniors
Tuesday, day after Labor Day

Registration, Entering Freshmen
Tuesday, week after Labor Day

Senior Capping
Early September

Holiday
Columbus Day

Convocation
Ether Day Week

Holiday
Veterans' Day

Parents' Day, Juniors
Mid-fall

Holiday
Thanksgiving Weekend

Holiday
Christmas Week

Holiday
New Year's Week

Holiday
Washington's Birthday

Registration, all students
February

"We did the sweeping in all the wards… we washed the bedsteads… we carried the clothes to the laundry… and ironed them. We washed dishes twice a day."

"We took the training as a fundamental… occupation, and though the incidentals were many and grievous, we saw the opportunity to get what we were after."

Report to Board of Trustees 1879
Mrs. Samuel Parkman

Holiday
Patriot's Day
Holiday
Memorial Day
Graduation
Mid-June
Holiday
Independence Day

Freshmen Terms begin
September, February
Junior Terms begin
September, November, February, May

Senior Terms begin
September, February

VACATIONS (tentative schedule)

Freshmen	Christmas-New Year	2 weeks
	February	1 week
	April	1 week
	Summer	6 weeks
Juniors	November	1 week
	Christmas-New Year	1 week
	February	2 weeks
	April or May	1 week
	Summer	7 weeks
Seniors	Christmas-New Year	2 weeks
	April	1 week

Student residences may be closed on Holiday weekends, and will be closed during vacation weeks.

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1873-1973. JUST A BEGINNING.
The Massachusetts General Hospital School of Nursing begins a second century of service in 1973. Established in 1873 as the Boston Training School, it was one of three built on the tenets of Florence Nightingale. It is the only one to remain today, and is the oldest nursing school in the country.

The school has seen nursing change substantially in one hundred years. And the changes have been due largely to the energies of many determined individuals who contributed much of themselves to the students, the patients, the School, and the field of nursing as a result. Significantly, the graduates of the MGH School of Nursing have made impressive contributions throughout the world in the related fields of health care.

The Massachusetts General Hospital School of Nursing regards its reputation with pride, yet continues its energetic part in the demands of preparing men and women for the fast-changing role of nursing in society today. It is this sense of responsibility to the future perhaps, that causes many to regard the centennial as a commencement. For there is much work to be done.

1890's

1970's

A CAREER IN NURSING.

The role of today's nurse has expanded dramatically to embrace a wide range of responsibilities. Nursing in the 70's is human relations, psychology, sociology, and group dynamics as well as anatomy, microbiology, chemistry, pharmacology and surgery. Preparation for a career in this challenging and rewarding profession is more demanding than ever before. The demands and challenges of a career in nursing are accompanied by unique rewards. Most nurses cite first the satisfaction which comes from mastering and practicing skills which directly help those who are suffering. In this respect, a nurse's personality and ability to relate to people and their emotional needs is frequently as important as his medical knowledge and skills. Opportunity for advancement, through increased experience, education and training, also makes nursing an attractive profession. More and more frequently, nurses choose to specialize in a particular area of medical and surgical nursing, often assuming major administrative responsibilities as they coordinate and direct the efforts of other health workers. The growing importance of the nurse's role in the overall medical picture is being reflected in growing salary and other working benefits, while the profession retains its traditional advantages of geographic mobility.

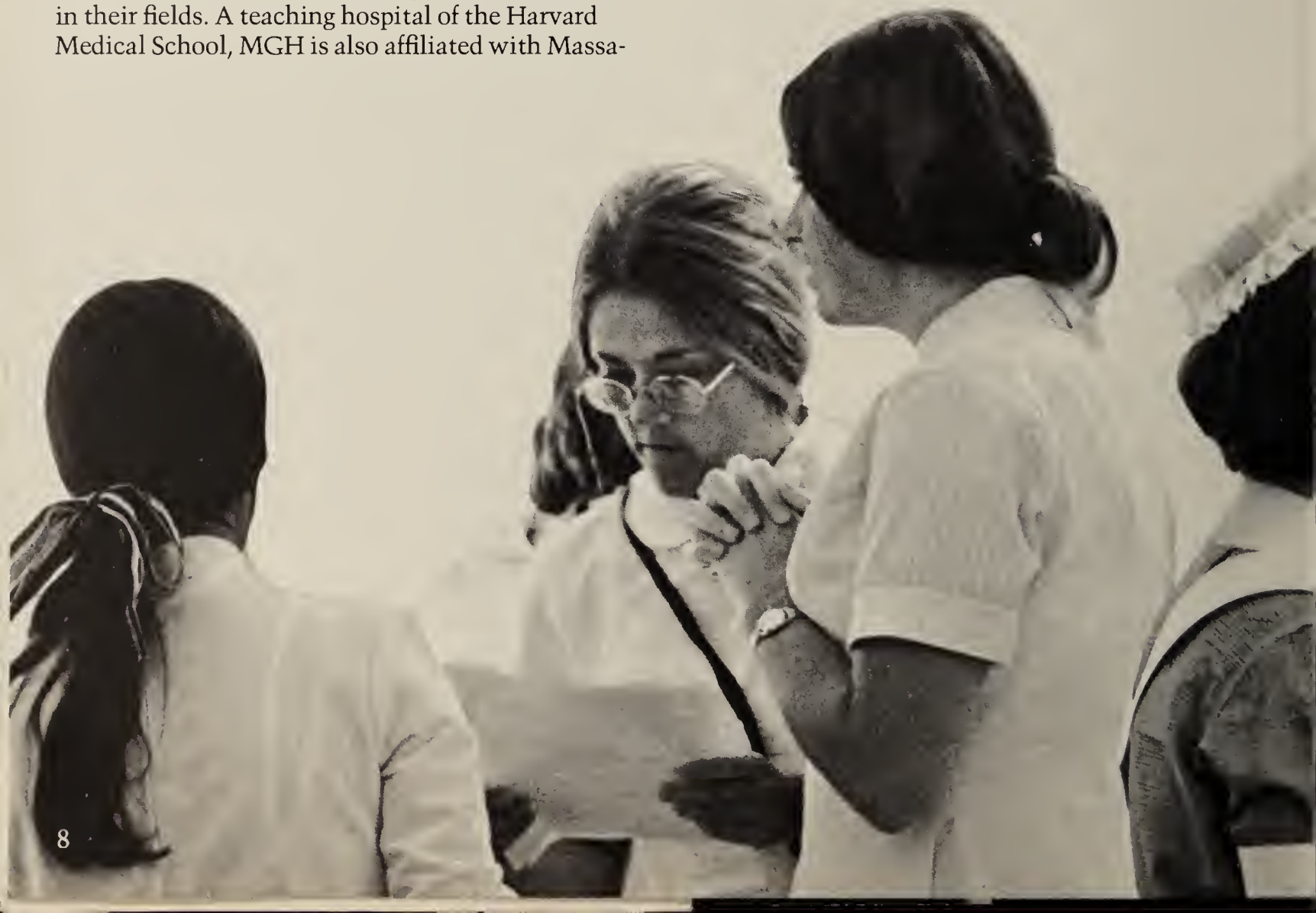
CHOICE OF SCHOOL.

The choice of a school of nursing today should be made only after careful consideration of the many different educational programs now offered. Courses of study range in length from 12 months, required for practical nursing, to two, three, or four or more years for registered nurses. Nursing education programs include the two-year course leading to the Associate in Nursing degree offered by junior colleges; two- to three-year programs conducted by hospitals leading to a diploma in nursing; and programs offered by colleges and universities leading to the Bachelor of Science degree, usually four years in length. All entitle the graduate to take the examinations of the Board of Registration in Nursing to secure his licensure as a nurse.

Obviously, no one program is "best". Each applicant must analyze his own goals and resources carefully before making a choice. An individual whose goal is to learn to give direct care to patients in hospitals and clinics, for example, will probably find the hospital or junior college plan most suitable. Someone seeking maximum contact with patients might choose a hospital school. An individual wishing to begin nursing contact with patients as soon as possible will choose between the junior college and hospital school plans. If a career in public health nursing, or a general education combined with nursing, or specialization in a clinical field, is sought, then the baccalaureate degree program is indicated. Clearly, it is to the individual's advantage to select as accurately as possible the program best suited to his goals at the outset. A later change in his program, while always possible, can be expensive in terms of time and, in some cases, duplicated courses since all three programs involve some similarities but differ in approach, content, and requirements.

Nursing schools today expect young men and women to have proven ability for study beyond high school, effective work methods, and the readiness to apply themselves seriously to the challenging and rewarding process of learning the skills which lead to a nursing career. As in other types of education, the expenses of nursing preparation continue to rise. While financial aid is available to qualified students in most schools, it is wise to have reasonable assurance that the costs of tuition, maintenance, and other fees for the entire program can be met by the individual's resources.

MASSACHUSETTS GENERAL HOSPITAL.
The Massachusetts General Hospital, the third-oldest voluntary, non-profit hospital in the United States, and the oldest in New England, was incorporated in 1811 and admitted its first patient in 1821. Since then, its doors have remained open to the public day and night. Its purposes today likewise remain unchanged: to care for the sick; to educate and train the medical professionals who give the care; and to conduct programs of research into the causes of disease. The MGH professional staff is composed of experts in the different branches of medicine and its laboratories are directed by recognized authorities in their fields. A teaching hospital of the Harvard Medical School, MGH is also affiliated with Massachusetts Eye and Ear Infirmary and the Shriners Hospitals for Crippled Children, Burns Institute, Boston Division. The McLean Hospital, MGH's psychiatric division, is located in nearby Belmont. On a given day, the 1,090 hospitalized patients at Massachusetts General are cared for by 1,012 active staff physicians, 693 house staff, and clinical and research fellows, 860 graduate registered nurses and 250 licensed practical nurses.



THE SCHOOL OF NURSING.

Accreditation

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938, the School was surveyed and fully accredited by the National League for Nursing Education. In 1960, 1963 and 1968, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing.

The opportunities offered by a large metropolitan area general hospital with over 1,000 beds assure broad learning experiences for students. The Massachusetts General Hospital and other organizations with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in nursing care for men, women, and children with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics, with a daily average of about 1,000 patients, provide unique opportunities for gaining experience in the care and rehabilitation of ambulatory patients.

Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching programs conducted within the Hospital, all services provide maximum educational opportunities.

All students go the McLean Hospital for clinical experience in psychiatric nursing and to the Boston City Hospital and Boston Hospital for Women, Lying-in Division for clinical experience in maternity nursing under the guidance of instructors from the home school. The classes in psychiatric and maternity nursing are taught at MGH.

The Massachusetts General Hospital and the affiliated institutions where the students have maternity and psychiatric nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Physical Facilities

Within the Hospital and School residences there are nine classrooms and five laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, and three for developing specific nursing skills. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Palmer-Davis Library in the School of Nursing contains more than 6,800 professional volumes, 5,400 general titles, and 115 periodicals. A reading room, composed of professional texts and journals, is located in the freshman residence at 20 Charles Street: students have full access to the Warren Library, the patients' library of 10,000 volumes, and the Hospital's Treadwell Library of 37,000 volumes and 750 periodicals for special projects and papers.

Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the

Hospital. Sixty faculty members allow for an instructor/student ratio of one to eight. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than 20 different schools of nursing and more than 20 different colleges and universities in various parts of the country and Canada.

ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons, the Committee on Admissions selects a carefully balanced group of approximately 130 students whose abilities, interests and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications.

Courses of study in The School of Nursing require students to demonstrate the following:

1. Skills of effective, oral and written expression, e.g. analysis, research, organization, and composition techniques.
2. Specific reading and study skills necessary for comprehension and retention of content material.
3. Basic arithmetic and algebraic computation skills.
4. Skill in employing the tools of deductive and inductive reasoning.
5. Beginning skill in the scientific techniques of collecting and verifying data and usage of laboratory materials and equipment.

Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgment of the

faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply at the end of their junior year or early in their senior year.

The factors considered in evaluating each applicant include:

1. Secondary school record.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. TEAM (Test of Effective Academic Motivation). Administered at time of interview.
4. The recommendation of the principal, counselor or dean of the secondary school or college.
5. Three references from teachers, employers or other qualified persons.
6. Personal essay of the applicant.
7. Health record.
8. Interview.
9. Personal qualifications, such as intellectual and emotional maturity and a discriminating interest in extra-curricular activities.

Application for Admission
All candidates must complete the application form provided by the School. A $10 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Applicants who have fulfilled the entrance requirements may apply at the end of their junior year or early in the senior year and may be given an early decision contingent on satisfactory completion of the senior year.

Special Consideration
Men and women with exceptional backgrounds: age, years and kind of employment, military service beyond high school, marriage and child rearing are encouraged to apply for special evaluation of credentials. Special consideration may be given to unique life experience as a basis for entrance to the School. A High School equivalency certificate in lieu of a High School diploma may be considered.

L.P.N.
In addition, the School will admit a limited number of Licensed Practical Nurses who have satisfactorily completed a program and who have demonstrated initiative and growth in an acceptable work situation of one or more years. They will be offered some exemption in Nursing Theory and/or Clinical Nursing experience.

Prolonged Program

The School also offers a prolonged program for a limited number of applicants. This special program has been designed to accommodate those students who do not meet all of the academic criteria for admission, but who have demonstrated the aptitude and many other qualifications necessary for nursing. In the prolonged program, a student is provided with the opportunity to progress at a slower pace by taking fewer courses per year. Consequently, completion of the program may require more than four years, depending on the progress of the individual student.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is recommended. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject. Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign Language, recommended	2 units
History or Social Studies, 2 years Social Studies (History, Current Issues, Sociology, Problems of Democracy)	2 units
College preparatory Biology, 1 year	1 unit
College preparatory Chemistry, 1 year	1 unit
Elective	3½ or 3 units
	16 units

Recommended electives include an additional science, a fourth year of mathematics, social studies, and/or a third year of language.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics courses listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin and a modern language are both acceptable. Preference is given to those applicants who rank in the upper third of their class. Choice of curriculum or "track" honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the School's passing grade.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Scholastic Aptitude Test
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by November and December of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable.

The tests are given in November, December, January, March, May and July, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing (Code Number 3513) as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California for western residents.

T.E.A.M.

In assessing the qualifications of applicants, we may take account of responses to a personality inventory (Test of Effective Academic Motivation), which measures characteristics found to be related to success at the Massachusetts General Hospital School of Nursing.

Health

A physical examination report on the form provided by the School and subject to approval by the School physician, is required of all applicants before appointment to the School. Applicants who live in the vicinity of the School may arrange individually to be examined by the School physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

Interview

A personal interview with the Officer of Admission is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An alumni regional representative will interview applicants who live beyond a day's round trip from Boston. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. An Open House is held on a Saturday morning each fall and spring. Juniors and seniors who are considering an education in nursing are cordially invited to attend Open House when a detailed discussion of nursing education programs and the Massachusetts General Hospital School of Nursing is presented and there is opportunity to meet with faculty and students.

Course Exemption

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses.

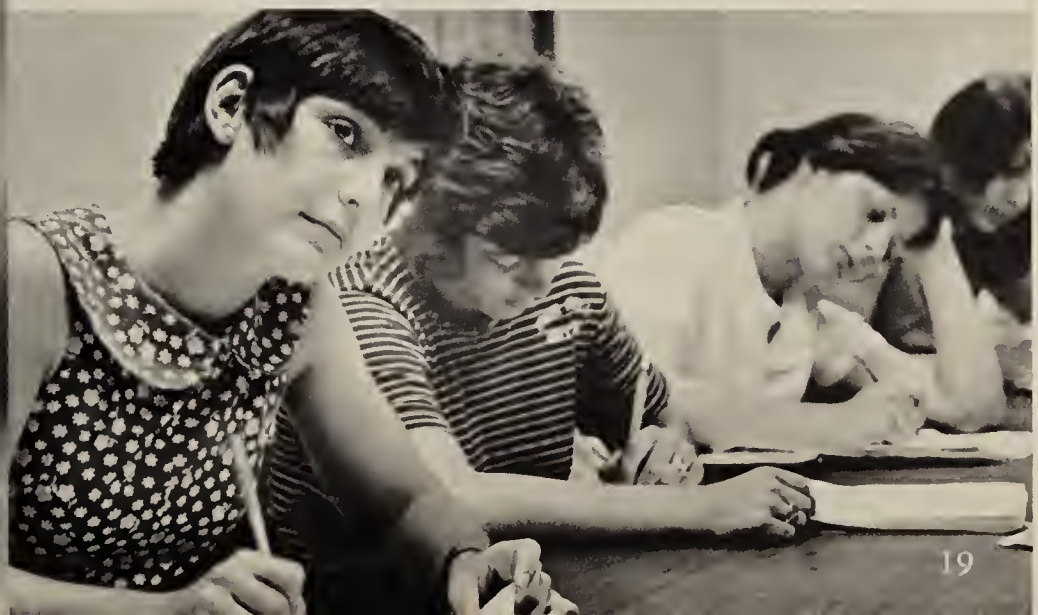
Transfer credit for college work or study in nursing education programs will be considered on an individual basis.

Students applying for transfer from other schools of nursing will be evaluated individually, and they must have met the course requirements of this School of Nursing before being considered. Students who have attended college and whose marks are sufficiently high may be allowed course exemption for courses that are substantially equal to those offered in the program at the Massachusetts General Hospital School of Nursing.

Geographic Distribution of Students

	Class of 1972	1973	1974	1975
Massachusetts				
Greater Boston	45	42	40	23
Outside Greater Boston	50	44	53	63
Maine	2	3	5	12
New Hampshire	5	4	2	1
Vermont	1	1	1	
Rhode Island	7	6	3	8
Connecticut	3	3	3	4
New York	7	6	12	7
New Jersey	6	11	6	4
Pennsylvania	1	3	4	2
Delaware		1		
Maryland	3	1		2
Virginia		1	2	
Florida	2	1	1	
Ohio	2	1	1	2

	Class of 1972	1973	1974	1975
Illinois		1		1
Minnesota			1	
Wyoming				1
Kansas			1	
Washington		1		
Oregon	1			
California	2		1	1
New Mexico				1



EXPENSES

	First Year	Second Year	Third Year
Tuition	$1000.00	$1000.00	$ 800.00
Room*	250.00	250.00	250.00
Fees	140.00	150.00	170.00
Manuals	12.00	2.00	–
Keys	5.00	–	–
Total	$1407.00	$1402.00	$1220.00

*Room costs do not include periods of vacation or leave of absence. A student remaining in the residence during these periods must pay a minimal fee for a room.

The School reserves the right to change any costs to the students should conditions warrant it.

Students are billed the above mentioned costs under a two-term, pre-payment plan, approximately one-half due during the September registration, and the remainder during the mid-year registration period. Costs for student health insurance (approximately $125/year) are added to the bill for those students not covered under a family plan. Health insurance is required of all students.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no refunds of tuition and fees can be made.

Other expenses include the costs for uniforms, books, various traveling expenses, and meals. These costs vary with the individual, the year in school, and the date of matriculation.

Certain additional charges may be necessary for some students. To repeat a course or quarter, with classes and clinical laboratory, the charges will be pro-rated based on the number of hours repeated, and the cost of the course(s). Specially scheduled examinations and tutoring services are an added expense.

A student is eligible for advancement into the next term or year and for graduation only after all financial obligations to the School have been met.

FINANCIAL AID

Purpose

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to meet the expenses of Massachusetts General Hospital School of Nursing.

Application Procedure

Applicants for financial aid must complete the Parents Confidential Statement (PCS), or the Students Confidential Statement (SCS), indicating Massachusetts General Hospital School of Nursing (Code #3513) on the form and submit this form to the College Scholarship Service, Princeton, New Jersey

Applicants must apply annually for aid and entering students should complete the financial aid application while completing application for entrance to the School. Enrolled students are contacted by mail and receive new forms through the Committee on Financial Aid.

The Students Confidential Statement (SCS) is for older students who are no longer claimed as dependents by their parents under the Federal Income Tax System. Married students are included in this category.

All other applicants are required to complete the Parents Confidential Statement (PCS).

Eligibility for Aid

In determining the student's financial need, the Committee on Financial Aid takes into account the financial support which may be expected from the income, assets, and other resources of the parents and the student. The family of a student is expected to make a maximum effort to assist the student with educational expenses and assistance from the School and other sources should be viewed only as supplementary to the efforts of the family.

Because funds are limited, applicants cannot anticipate receiving aid beyond their immediate School expenses.

Types of Aid

Financial assistance consists of scholarships, loans, and employment, which may be offered to students singly or in various combinations. The total amount of financial assistance offered a student by the School and by other sources shall not exceed the amount of need. In cases where students receive substantial awards from outside sources, the Committee reserves the right to decrease awards made through the School.

Scholarships

School of Nursing Scholarship Funds

Various scholarship funds established by gift or endowment exist. Funds are distributed randomly to eligible students. Some funds have specific eligibility requirements established by the donor. The following is a list of scholarship and loan funds.

Massachusetts General Hospital School of Nursing Alumnae Association Scholarships and Tuition Aid Gifts, established by the Alumnae, include: A Senior Dinner Award, announced at the senior dinner; the the Annual Alumnae Award, announced during Convocation; and several tuition aid gifts.

Martha McDowell Carpenter Scholarship Fund, 1966.

William C. and Jessie B. Cox Scholarship Fund, 1962.

Anne Crotty Scholarship Fund, 1961, established in her memory by her sister, Mrs. Helen E. Ward.

Nancy M. Fraser Scholarship Fund, established in memory of Nancy M. Fraser, class of 1914, and for many years health supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglas.

Natalie McLean Keller Scholarship Fund, established in 1965 in memory of the wife of Dr. John Keller, Director of Student Health Services.

Lottie Potts Leland Scholarship Fund, established in memory of Lottie Potts Leland, class of 1910, by her husband, Dr. Ora Miner Leland.

Harriet Willoughby Merriman Scholarship Fund, established in memory of Harriet Willoughby Merriman, class of 1970, by her family.

Nancy E. Mitchell Scholarship Fund, established in memory of Nancy E. Mitchell, class of 1967.

Dorothy Dayton Morgan Scholarship Fund, established in 1961, by Mr. and Mrs. Thomas Toplin and classmates, in memory of Dorothy Dayton Morgan, class of 1945.

Scholarship Fund, established by an anonymous donor in 1969.

Jessie M. Stewart Scholarship Fund, established in memory of Jessie M. Stewart, class of 1935, Assistant Director of the School of Nursing, by her family, friends, and former students.

Marian Moir West Loan Fund, established in 1916 in memory of Marian Moir West, class of 1899, by her sister, Miss Agnes West.

Federal Scholarship Nurse Training Act of 1971
This public law established federal scholarship funds for nursing students. Eligibility is based on financial need.

Educational Opportunity Grants (EOG) Federally Funded
The E.O.G. program establishes non-repayable funds for the "exceptionally needy" student.

Loans

School of Nursing Loan Fund
The School maintains a loan fund to assist students with short term emergency loans of limited amounts. These loans generally do not require the PCS or SCS form and are distributed at the time of need.

Federal Loan, Nurse Training Act of 1971
This public law established federal loan funds for nursing students. Eligibility is based on financial need. This loan enables a student to cancel up to 85% of the amount borrowed, depending upon the years one works in nursing.

Employment
The School expects to participate in the federally funded College Work-Study Program. In this program,

students will work a designated number of hours in various positions in the School or Hospital. Expected positions include typists, clerks, telephone answering service and nursing assistants. Students will receive a salary comparable to those working in these capacities and be paid bi-weekly.

Other Sources of Aid

Scholarships

Many foundations and corporations offer individual scholarships to students entering nursing. Each has specific requirements and deals directly with the applicant, rather than through the Nursing School.

For a lengthy list of scholarship and loan sources entitled "Financial Aid for Students of Nursing", write to:

Careers in Nursing Program
c/o Mrs. Margaret W. Ryan, R.N.
United Community Services
14 Somerset Street
Boston, Massachusetts 02108

Loans

Massachusetts Higher Education Assistance Corporation
604 Statler Building
Boston, Massachusetts 02116

Part-Time Employment
Students are encouraged to consider carefully the extent of their academic work load before seeking employment.

Veterans' Benefits
Veterans Readjustment Benefits Act of 1966 provides educational allowances to veterans honorably discharged after January 31, 1955, if they have served on active duty more than 180 days.

Armed Services
In the beginning of the second year, students may apply for the Navy Nurse Candidate Program or the Army Student Nurse Program. If selected, the educational costs for the third year will be met and, in addition, a monthly stipend will be received. The obligation would be to serve two years on active duty as a Navy or Army Nurse.

GENERAL INFORMATION

Attendance

Students have enrolled in the School of Nursing primarily to meet the program objectives. The course offerings, carefully planned with many considerations in mind, are the most expedient route and means for achieving the objectives.

Students and faculty both want to meet course commitments. The School emphasizes the *experiences* which a student should have in order to complete a course successfully, rather than *the amount of time* allowed for absence. It is to be expected that some circumstances will intervene to prevent attendance on some occasions; or circum-

stances of importance to the individual will arise, and a decision to attend or plan to miss appointments will be made. It is to be expected that students will, at times, be absent and, if possible, will make a plan with the instructor beforehand.

Development of social, academic, and professional responsibility is accomplished through experience with choices. The ability to make responsible choices comes in part from accepting the positive and negative consequences of one's own decisions. The essence of the program for which professional experiences have been planned is recognition of one's responsibility to and for others, as well as self.

The planned sequential theory and clinical content is based upon *consistent* participation in the program. Prolonged or frequent absence from classroom or clinical assignment may prevent a student from meeting objectives. The consequences are seldom immediately apparent. Certain absences, like illness, cannot always be planned. Regardless of the reason, absence means loss of experience.

Instructors will state criteria for the successful completion of each course. When a student's absence interferes with the ability to meet course requirements, the faculty of that teaching area will assess the situation and determine which, if any, additional or substituted experiences the student may need. When the loss of experience necessitates the student's withdrawal from the School, the faculty determines the eligibility and the date of the student's return, his privilege of proceeding with his class in the School, and the method of meeting course requirements.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods for the School years 1973-1975 are as follows:

Freshmen

Two weeks at Christmas time, one week in February, one week in April, six consecutive weeks in the summer.

Juniors

One week in November, one week at Christmas, two weeks in February, one week in late April or early May, seven consecutive weeks in the summer.

Seniors

Two weeks at Christmas time, one week in April, Commencement in June.

Withdrawals

Students wishing to withdraw are requested to submit a letter of resignation to the Director of the School of Nursing, and arrange a Termination Interview with the Director of the School or a Coordinator. It is usual that the student will have discussed this with his family and some member of the faculty such as a Coordinator, Counselor, Faculty Advisor, Instructor or Supervisor of Student Health.

The faculty may request the withdrawal of students who fail to meet the course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and School citizenship.

The faculty of the School of Nursing reserves the right to determine which students shall be eligible for re-admission. The decision to re-admit a student is made by the faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program. Depending on the individual circumstances and the length of time elapsed between leaving the School and re-admission, special arrangements for review, for tutoring, or for repeating certain parts of the program will be made. The time when a student may re-enter is determined by the faculty on the basis of experiences required and the times when these experiences are offered.

Evaluations, Advancement, Graduation

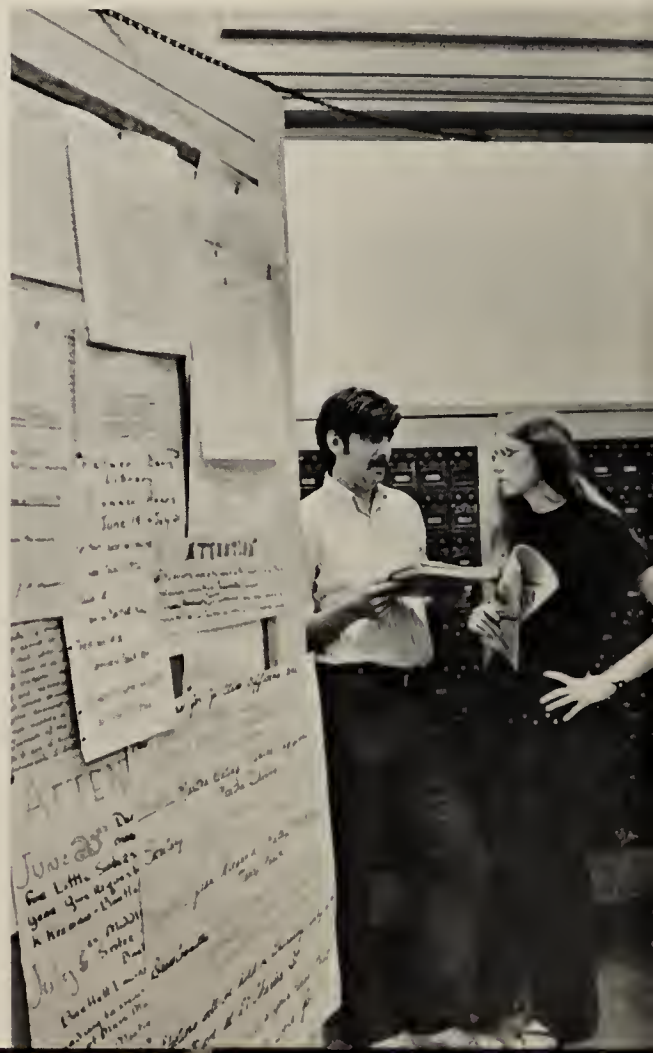
Evaluations by the faculty and by the student himself of his progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher made tests, projects, term papers, oral reports, clinical experience reports, National League for Nursing Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self-evaluation, which is written in conjuction with each clinical experience. In this way, students can and are aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter. Course grades are announced at the end of the quarter or term in which the course is completed. A grade report is sent to the students at the end of each marking period. Parents or guardians may be supplied with a progress or grade report in accordance with school policy.

The standard of grading adopted by the School is as follows.

A Outstanding	4 grade points
B Good	3 grade points
C Satisfactory	2 grade points
Below C	0 grade points

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of 2.0 quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation. Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the faculty, are personally fitted to assume the responsibilities of the registered nurse.



Students who fail to meet the School's standards may, at any time during the program, be placed on warning or be recommended to withdraw. The Warning Policy is the method used by the faculty to keep a student informed when there is concern about the student's theoretical, clinical or behavioral performance in the School.

Student Personnel Services

The Student Personnel Service plays an important part in the daily life of the student. Realizing that a new life begins for the individual entering a school of nursing, the School assumes the responsibility for providing those services that afford a social, physical and emotional environment conducive to optimum achievement in personal and professional satisfaction and success.

Counseling Services

Shortly after arrival at the School each student will be contacted by one of the counselors for an initial interview. The counselor will be available to the student for guidance and counseling throughout the student's program. A faculty advisor is assigned to each Freshman student to offer academic support and advice. This helps ensure student-faculty relationships which are most favorable to positive guidance and better understanding of the student and his particular needs.

Health Services

The student is encouraged through sound practices in daily living to maintain and improve his own health, and to share in the responsibility of protecting the health of others.

A member of the Hospital Medical Staff and a Supervisor of Student Health are directly responsible for the care of the health for the students. Consultations with other members of the Hospital Medical Staff and with Clinics are arranged through the Health Office as the need arises. The Student Health Service maintains a daily Clinic for students

seeking care for illnesses, physical examinations, follow-up care, or guidance and instruction in the establishment of positive health habits. Chest X-Rays and physical examinations are provided at regularly scheduled intervals and as often as necessary throughout the school program.

Due to the cost of Medical Care all students are required to carry hospital insurance. They may enroll in the Student Nurse Group Blue Cross-Blue Shield plan which carries a Master Medical Clause. Students may be covered by family health plans, but should be sure that their coverage is adequate to cover hospital costs as the School accepts no financial responsibilities for hospital costs.

Residences

Living accommodations in the residences are provided for all students. Women students are assigned to residences according to their year in the School program and assume the responsibility for moving from one residence to another. Men remain in the same residence for the entire program. Students may live out provided the demands for commuting are consistent with good health. Requests to live out are made by filling out forms provided for this purpose. Students living out must be available by telephone. Lounge and kitchen facilities are provided in the residence for students who commute.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program includes speakers on subjects of general interest and various forms of entertainment.

The Association promotes student participation in district, state and national student organizations, sending delegates to local, state and national meetings. Within the Association are student Dormitory Board and a Dress Committee, which relates to residence and disciplinary affairs. The Big-Little Sister and Brother Program, another activity of the Association, plays an important part in student life.

Before entering the School, each freshman receives letters of welcome from his or her big and middle sister or brother, a senior and junior student, respectively. These students are available to offer friendship and assistance to the new student in making an adjustment to the School and dormitory.

Marriage

Students planning to be married should notify the Executive Office Assistant in order to update the permanent school record.

PROGRAM OF INSTRUCTION

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student, presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce students to health needs of people and help them to recognize and accept their position as a member of the health team in this Hospital, other agencies and broader communities in which they will function as graduate nurses. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgment, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the Hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study, implies the two-fold responsibility of the student, that is to make a personal contribution to nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session. In the freshman year, students begin with the study of the sciences; physical, biological, and behavioral. At the end of the first three quarters each student should have acquired a basic core of chemistry, anatomy and physiology, micro-biology

and nutrition. In the behavioral sciences there are observations, study and discussions relating to the community which the Hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing is taught concurrently with the sciences. For a few hours each week there are planned experiences in patient care areas devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months. The second semester is devoted to the study and care of adults with medical and surgical disorders. The study of Human Behavior begins when the schedule changes to allow for more experience in the clinical setting. For two days each week students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and

practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also on the relationship of his illness to the patient's background and experience before entering the Hospital, and resources for meeting his continuing health needs once he leaves the Hospital. Pharmacology, pathology and nutrition care are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Maternal and Child Nursing is an integrated course: experiences in the delivery of the infant and the care of the mothers and babies are provided at the Boston City Hospital and Boston Hospital for Women, Lying-In Division. Experiences in the Nursing of Children are provided at MGH. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Psychiatric Nursing. The special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year. At the beginning of the third year, the women receive the senior cap and the men receive a silver bar. The third year is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first and second year where emphasis was on acquisition of knowledge, new techniques and attitudes. Therefore this year is planned with objectives which differ in scope and direction and experience, which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility.

Typical Program

	Course Hours	
	Theory*	Clinical**
First Year		
Introduction and Group Dynamics	20	
Anatomy and Physiology	87	
Chemistry and Mathematics	80	
Microbiology	42½	
Nursing	217	300
Social Backgrounds for Nursing	55	
Human Behavior	40	
Nutrition	57	
Dimensions in Nursing	10	
Second Year		
Maternal and Child Nursing		
Anatomy and Physiology (Genetics)	168	443
Psychiatric Nursing	84	162
Nursing Care of the Ambulatory Patient	50	120
Operating Room Nursing	64	109
Third Year		
Group Dynamics	14	
Professional Adjustments	35	
Nursing III	130	746

*Theory includes: Classroom Theory, Laboratories, Conferences, Field Trips.
**Clinical includes: Clinical and Related Laboratory Experiences.

COURSE DESCRIPTIONS

First Year

Dimensions of Nursing (Nursing 101)

An exploration of philosophies, perceptions, and definitions of nursing and their significance for the public; for the preparation, roles, and functions of nursing personnel, and for other members of the health team.

Some problems and issues concerning nursing and nursing education are identified and discussed, along with moral codes and ethics and their relationship to standards and legal controls. Basic principles of nursing jurisprudence are included with particular reference to student roles and responsibilities.

Miss Petzold

Social Science 151: Human Relations Seminar
A seminar which is held during the first term of the first year. The purpose is to foster personal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse. Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which are shared with other young people.

Bio. Sc. 111, 112, Anatomy and Physiology
An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relate directly to class discussions and include dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to correlate scientific principles with clinical nursing.

Miss Gibbons and Miss Beckford

Bio. Sc. 121, 122, Microbiology
The microbiology course consists of two parts. Part I includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. Part II of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his own health.

Miss Gibbons, Mrs. Koehler

Phys. Sc. 141, 142, Chemistry
Basic chemical principles such as atomic and molecular structure, acid-base chemistry, gas laws, kinetic-molecular theory and a study of those functional groups which are prerequisite for biochemistry are considered. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acidbase balances; and diagnostic laboratory tests. Lectures and laboratory.

Miss Birrow and Assistant

Basic Mathematics
A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' system, pharmacological terminology and approved abbreviations are included. Students must demonstrate adequate proficiency in pharmacological calculations in order to advance in the nursing course. Lectures and laboratory.

Social Science 161: Social Backgrounds for Nursing
By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture—the learned ways of feeling, thinking, and behaving—in determining methods of meeting universal needs for the student as well as for the patient is emphasized. In becoming aware of the cultural traits and patterns of others the student may become further aware of his own cultural background.

Miss Sherwin

Bio. Sc. 131: Nutrition
Nutrients are studied in relationship to both normal adult needs and for patients with conditions requiring diet modifications. As these nutrients and food sources are considered, the student records and evaluates his own intake. Meeting the nutritional needs of hospitalized patients is emphasized in classes and conferences. Factors influencing food habits, control of food supply and food misinformation are also included. Case reports serve as the basis for comprehensive consideration of the application of principles of nutrition.

Mrs. Fleming and Assistant

Nursing 171, 172

Utilizing principles from the biological, physical, and social sciences, a program of correlated theoretical and clinical laboratory experiences enables the student to plan, implement, and evaluate nursing care for adult patients with common medical-surgical disorders.

Fundamentals of Nursing, Pathology, and Pharmacology are included as an integral part of the therapeutic plan.

A patient-centered, problem-solving approach is used with the focus on the care of patients with problems related to selected conditions appropriate to a beginning Medical-Surgical nursing experience.

Miss Brady, Mrs. Jones and Instructors

Social Science 162: Human Behavior

A study of behavior, a series of efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. Through exploration of situations in classroom, in clinical area, and elsewhere involving interpersonal relationships, the course demonstrates principles of behavior and mechanisms of defense in operation.

Miss Sherwin

Second Year

Nursing 280 A.B.: Maternal-Child Nursing

A twenty week course designed to assist the student in developing a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content emphasizes the family as the major unit of our society. The course includes the normal growth and development of the child from conception through adolescence. The care of the mother during pregnancy, labor, delivery and the post-partal period. The care of the well and ill child and the related needs of the father. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health. There are planned observations at community facilities related to Maternal-Child Health. Planned instruction is correlated with supervised clinical practice.

Miss Mahoney and Instructors

Mental Health Nursing 290

A ten-week experience designed to further the students' knowledge of basic concepts of psychosocial adaptation. The focus is on the experience of the student as he utilizes developing skills, knowledge and understanding in his relationships with individuals, groups, famalies and co-workers. The student bases his interventions on an understanding of mental health concepts derived from multidisciplinary theories and approaches. Inpatient hospital settings and community mental health settings are utilized to provide a comprehensive exposure to various philosophies of mental health care.

Mrs. McPherson and Instructors

Nursing 2(11)0
Nursing Care of the Ambulatory Patient
A five week course planned to introduce the concepts of community organization, community health, and community health nursing in various settings. The theoretical content is correlated with clinical experiences, field trips, and evaluations at selected community health nursing agencies. The focus is upon meeting the needs of the ambulatory patient through utilization of health team members, identification of community resources, and development of plans to implement continuity of care.

Mrs. Powers, Mrs. Baker, Mrs. Long

Nursing 2(10)0
Nursing Care of the Patient in Surgery
A five week course planned to present the Operating Room experience as an integral part of the nursing care of the patient who has had surgery. The course is designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient with emphasis on the application of the principles of aseptic technique in rendering this care. Theoretical content is correlated with clinical experience in the areas of general orthopedic, urological, neurosurgical, gynecological, plastic, pediatric, thoracic and cardiovascular surgery.

Miss Cahill, Miss Boswell and Miss Relitch

Third Year

Soc. Sc. 360: Group Development and Human Relations Seminar

The unit on Group Development is designed to help each student gain greater knowledge, improved skills, and deeper appreciation of psychosocial principles, the dynamics and effective use of the group discussion approach in teaching tasks and assignments.

Through methods of group discussion, the Human Relations Seminars facilitate self-growth and the development of a sense of professional identity crystallized by the senior year experience. Half the groups are conducted by the use of the "Encounter-tapes." In a controlled experiment, the remaining groups are conducted by leaders using essentially the same approach, but with the flexibility of intervention affected by their presence in groups.

Nursing 301, 302: Professional Adjustments

This course has three units. The first two are intended to develop a perspective of nursing in the framework of present-day society and social trends, to explore practices and attitudes which at various periods have affected the sick and their caretakers; and to explore the development, changing structure, and purposes of nursing organizations; issues and trends in relation to nursing; legal considerations and legislation pertaining to nursing.

In the third unit the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

Miss Sherwin, Miss Petzold
Miss Mahoney and other Instructors

Nursing 371, 372

Nursing III consists of two courses, 371 and 372. Each course extends over an 18 week term, which is subdivided into two sections of nine weeks each. There is a two-week vacation during Nursing 371 (Christmas) and a one-week vacation during Nursing 372 (Spring).

Learning experiences will be provided in the following areas: (1) Medical, (2) Orthopedic, (3) Surgical, and (4) Neurological. These experiences will enable the student to assess, plan, administer and evaluate nursing care for adult patients. Emphasis is placed on increasing depth of knowledge, and skill as he moves progressively toward the level of independence expected of a nurse generalist.

Mrs. McMahon and Instructors

Interviews For The New School Catalogue Will Be In The School/Hospital Area On

Wednesday July 5th + Thursday July 6th

They Will Visit Classrooms, Residences, + Clinical Areas

J. M. Manne

Palmer - Davis Library
Summer Hours
June 19 → July 21

Keep this date in mind
Wed. July 5, 1972
because at
5pm on Bartlett Road
There will be a
Dormitory Board Mtg.
All proctors + interested people are urged to attend

ATTENTION

Students need to work with Faculty on the following committees: Financial Aid, Grievance & Library Assistants, & Curriculum. If interested please sign name & committee below. Interview dates will be posted later.

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Nominations for Jr. Class officers are:

Pres: Jacqueline Mills Emily Jaworski
Joanne Stabile Marianne Rizzo
Ellen Johnson

Vice Pres: Martha Keating Janice Caggiano
Martha Shirley

Secretary: Sharon Weber Sue Christensen
Rita Phelps Maryann Keefe

Treasurer: Jean Wiegand Kathy McAuley
Nancy Faxon

Dress Committee: Carole Bryan, Jo Ann Jones
Jo Mascuch Lisa Broderick
Marcia Eastman Beth Wilson

Elections will be held on Thursday July 6th at 7:30 p.m. at 20 Charles St.

Massachusetts General Hospital
School of Nursing
Boston, Massachusetts 02114